

## OSSE Part B Student Compliance Monitoring Tool SY2014-15

Cluster Area for Compliance Summary Report	Item Number	Legal Reference	Item/Response Criteria	Corrective Action
Monitoring items 1 through 11 are student demographic questions (I.e. student name, Student USI, etc.)				
Initial Evaluation and Reevaluation	12 Parents Provided Procedural Safeguards	§300.504(a)(1)	<p><b>Upon initial referral, or parent request for evaluation, parents were provided procedural safeguards.</b></p> <p><b>Yes</b> = There is documentation in the file that demonstrates that the parent received a copy of procedural safeguards at initial referral.</p> <p><b>No</b> = There is NO documentation in the file that demonstrates that the parent received a copy of procedural safeguards at initial referral.</p>	<p>Provide a copy of procedural safeguards to parents.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
Initial Evaluation and Reevaluation	13 Parent Consent for Initial Evaluation	§300.300(a)	<p><b>Parental consent was obtained to conduct an initial evaluation.</b></p> <p><b>Yes</b> = Signed consent form in file.</p> <p><b>No</b> = No signed consent form in file.</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

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Initial Evaluation and Reevaluation	14 Consent Form Signature Prior to Initial Evaluation	<b>§300.300(a)</b>	<p><b>The signature for parent consent was obtained prior to the initial evaluation</b></p> <p><b>Yes</b> = The consent form had signature <b>prior to</b> initial evaluation.</p> <p><b>No</b> = The consent form had signature <b>after</b> the initial evaluation.</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
Initial Evaluation and Reevaluation	15 Variety of Assessment Tools and Strategies Used	<b>§300.304</b>	<p><b>A variety of assessment tools and strategies were used to gather relevant functional, developmental and academic information about the child, including information provided by the parent.</b></p> <p><b>Yes</b> = Documentation from at least two data sources such as:</p> <ul style="list-style-type: none"> <li>▪ Aptitude and achievement tests</li> <li>▪ Parent input</li> <li>▪ Teacher recommendations/observations</li> <li>▪ Child's physical condition</li> <li>▪ Child's background</li> <li>▪ Adaptive behavior</li> <li>▪ Informal assessments</li> <li>▪ Progress reports</li> </ul> <p><b>No</b> = Documentation does NOT exist that supports that two or more data sources were used to determine eligibility.</p>	<p>Provide evidence that multiple and appropriate sources were used to determine eligibility. If no evidence can be provided, then reconvene the IEP team to re-determine eligibility and the educational needs of the student.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

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Reevaluation			<p><b>The student's reevaluation took place at the current LEA</b></p> <p><b>Yes</b>=There is documentation in the file that demonstrates that the student was reevaluated at the current LEA.</p> <p><b>No</b>=There is documentation in the file that the student's reevaluation occurred at a different LEA.</p>	
Initial Evaluation and Reevaluation	16 Parent Consent for Reevaluation	<b>§300.300(c)(1)</b>	<p><b>Parental consent obtained to conduct a reevaluation.</b></p> <p><b>Yes</b> = Signed consent form in file or the LEA sought but was not able to secure consent from the parent after making reasonable efforts to obtain consent. Reasonable Efforts consist of documentation of a minimum of 3 attempted contacts using multiple modalities.</p> <p><b>No</b> = No signed consent form in file.</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
Initial Evaluation and Reevaluation	17 Consent Form Signature Prior to Reevaluation	<b>§300.300(c)(1)</b>	<p><b>The signature for parent consent was obtained prior to the date of reevaluation.</b></p> <p><b>Yes</b> = The consent form had signature <b>prior to</b> reevaluation or the reevaluation did not include the administration of a test or other evaluation.</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

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			<p><b>No</b> = The consent form had signature date <b>after</b> the reevaluation.</p>	
Initial Evaluation and Reevaluation	18 IEP Team Review of Existing Data	<b>§300.305</b>	<p><b>IEP Team reviewed existing data to determine continued eligibility.</b></p> <p><b>Yes</b> = IEP documents that the following data were reviewed:</p> <ul style="list-style-type: none"> <li>• Evaluations and information provided by the parents</li> <li>• Current classroom, local or state assessment(s), and classroom-based observations</li> <li>• Observations by teachers and related service providers</li> </ul> <p><b>No</b> = Documentation does NOT exist that supports that the IEP team reviewed existing evaluation data to determine continued eligibility.</p>	<p>Provide evidence that existing data was used to determine eligibility. If no evidence can be provided, then reconvene the IEP team to re-determine eligibility and the educational needs of the student.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

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Initial Evaluation and Reevaluation	19 Variety of Sources Used to Determine Continued Eligibility	<b>§300.306(c)</b>	<p><b>A variety of sources were used to determine continued eligibility.</b></p> <p><b>Yes</b> = IEP documents that at least two data sources were reviewed, such as:</p> <ul style="list-style-type: none"> <li>• Aptitude and achievement tests</li> <li>• Parent input</li> <li>• Teacher recommendations/observations</li> <li>• Child's physical condition</li> <li>• Child's background</li> <li>• Adaptive behavior</li> <li>• Informal assessment</li> <li>• Progress Reports</li> </ul> <p><b>No</b> = Documentation does NOT exist that supports two or more data sources were used to determine eligibility.</p>	<p>Provide evidence that multiple and appropriate sources were used to determine eligibility. If no evidence can be provided, then reconvene the IEP team to re-determine eligibility and the educational needs of the student.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
IEP (Individualized Education Program)	20 Parent/Student Invited to IEP Meeting	<b>§300.322(a)(1)</b>	<p><b>Parent/student were invited to the most recent IEP meeting.</b></p> <p><b>Yes</b> = Parent/student* invitation to most recent IEP meeting is in student file.</p> <p><b>No</b> = There is no documentation that parent/student* were invited to most recent IEP meeting.</p> <p>*Student is 18 or older and rights have transferred.</p>	<p>Provide evidence that the parent/student attended the meeting or refused to attend the meeting.</p> <p>If parent/student was not invited, reconvene IEP meeting with invitation to the parent/student.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

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IEP (Individualized Education Program)	21 Parent/Student Notified of Meeting	<b>§300.322(a)(1)</b>	<p><b>Parent/student* was notified of IEP meeting early enough to ensure they will have an opportunity to attend.</b></p> <p><b>Yes</b> = Parent/student* invitation to most recent IEP meeting was dated prior to IEP meeting OR documentation that parent/student waived notice requirement.</p> <p><b>No</b> = Parent/student* invitation to most recent IEP meeting was dated on or after IEP meeting date. *Student is 18 or older and rights have transferred.</p>	<p>Reconvene IEP team and notify parent early enough to ensure an opportunity to attend.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
IEP (Individualized Education Program)	22 'Parent' Meets Definition in IDEA Regulations	<b>§300.30</b>	<p><b>"Parent" who signed IEP meets the definition of "parent" in 34 CFR §300.30.</b></p> <p><b>Yes</b> = If there is a signature in the "parent" signature block, the person who signed meets the definition of "parent" as defined by 34 CFR §300.30.</p> <p><b>No</b> = If there is a signature in the "parent" signature block, the person who signed does not meet the definition of parent as defined by 34 CFR §300.30.</p>	<p>If no parent can be located, promptly contact the OSSE for appointment of a surrogate parent and reconvene IEP meeting with invitation to surrogate parent.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

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			<p><b>NA</b> = Student is 18 or over <b>and</b> rights have been transferred <b>OR</b> parent did not sign the IEP.</p>	
IEP (Individualized Education Program)	23 General Education Teacher Attended IEP Meeting	§§300.321(a), 300.321(e)	<p><b>General education teacher <i>attended</i> the IEP meeting.</b></p> <p><b>Yes</b> = The general education teacher</p> <ul style="list-style-type: none"> <li>• Was in attendance OR</li> <li>• Written agreement indicating excusal AND evidence of general education teacher input OR</li> <li>• General education teacher was not a required participant of the student's IEP Team.</li> </ul> <p><b>No</b> = The general education teacher was required but <b>NOT</b> in attendance <b>AND</b> written input from general education teacher was <b>NOT</b> evident. (Even if excusal exists.)</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
IEP (Individualized Education Program)	24 LEA Designee Attended IEP Meeting	§§300.321(a), 300.321(e)	<p><b>The LEA designee <i>attended</i> the IEP meeting.</b></p> <p><b>Yes</b> = The LEA designee was in attendance.</p> <p><b>No</b> = The LEA designee was NOT in attendance.</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

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IEP (Individualized Education Program)	25 PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities	<b>§300.320(a)(1)</b>	<p><b>IEP includes a PLAAFP that states how disability affects involvement in general curriculum (6 - 21) or how the disability affects student's involvement in appropriate activities (3-5).</b></p> <p><b>Yes</b> = The IEP includes a PLAAFP that states how disability affects involvement or impact in the general education curriculum or involvement in age appropriate activities.</p> <p><b>No</b> = The IEP does NOT include a PLAAFP that states how disability affects involvement or impact in the general education curriculum or involvement in age appropriate activities.</p>	<p>Convene an IEP meeting or amend the student's IEP so that it includes a PLAAFP that demonstrates how disability affects involvement and progress in general curriculum.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
IEP (Individualized Education Program)	26 IEP Contains Measurable Annual Goals	<b>§300.320(a)(2)(i)</b>	<p><b>The IEP contains a statement of measurable annual goals (aside from related services goals) designed to meet the student's needs that result from his/her disability.</b></p> <p><b>Yes</b> = The IEP contains goals that are measurable.</p> <p><b>No</b> = The IEP does NOT contain goal(s) that are measurable.</p>	<p>Convene an IEP meeting or amend the student's IEP so that it includes measureable goals.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>



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IEP (Individualized Education Program)	27 IEP Statement of Measurable Annual Related Services Goal(s)	<b>§300.320(a)(2)(i)(B)</b>	<p>The IEP contains a statement of measurable annual related services goals (in the area(s) of ST, PT, OT, counseling or APE) designed to meet the student's needs that result from his/her disability.</p> <p><b>Yes</b> = IEP contains related service goals that are measurable (in the area(s) of ST, PT, OT, counseling or APE).</p> <p><b>No</b> = IEP does NOT contain related services goal(s) to meet the student needs identified in the PLAAFP OR goal(s) that are measurable.</p> <p><b>NA</b> = Student's needs do not require related services (in the area(s) of ST, PT, OT, counseling or APE).</p>	<p>Convene an IEP meeting or amend the student's IEP so it includes measureable related services goals.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
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IEP (Individualized Education Program)	28 IEP Team Considered Strategies to Address Behavior	§300.324(a)(2)	<p><b>The IEP team considered the use of positive behavioral interventions and supports and other strategies to address behavior.</b></p> <p><b>Yes</b> = The IEP file contains documentation that the IEP team considered the use of positive behavioral interventions and supports and other strategies to address behavior including the development of an FBA and BIP if needed.</p> <p><b>No</b> = The IEP file does NOT contain documentation that the IEP team considered the use of positive behavioral interventions and supports and other strategies to address behavior.</p> <p><b>NA</b> = The IEP file contains no evidence that the student has behaviors that impede the student's learning or that of others.</p>	<p>Provide evidence that the IEP team considered the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary.</p> <p>If no evidence is available, reconvene the IEP team or amend the IEP to document consideration of the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
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IEP (Individualized Education Program)	29 ESY Determined on Individual Basis	<b>§300.106(a)(2)</b>	<p><b>File contains evidence that ESY was determined on an individual basis.</b></p> <p><b>Yes</b> = The SEDS file documents that ESY was determined on an individual basis or ESY not yet determined.</p> <p><b>No</b> = The SEDS file does NOT document that ESY was determined on an individual basis.</p>	<p>Provide evidence that ESY was determined on an individual basis.</p> <p>If no evidence can be provided, The IEP Team must convene or amend the IEP to complete the ESY criteria worksheet and determine the appropriate amount of compensatory education if the student requires compensatory education. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
IEP (Individualized Education Program)	30 Transfer of Rights at Age of Majority	<b>§300.320(c)</b>	<p><b>The IEP includes a statement that the student has been informed of his/her rights, that will transfer to the student on reaching the age of majority.</b></p> <p><b>Yes</b> = The IEP includes the required statement.</p> <p><b>No</b> = The IEP does NOT include the required statement.</p> <p><b>N/A</b> = Parent/other guardian has retained the student's educational rights.</p>	<p>Obtain and file documentation of notification to student.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

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IEP (Individualized Education Program)	Student Participation in Alternate Assessment		<p><b>The IEP for this student documents that this student will participate in an Alternate Assessment</b></p> <p><b>Yes</b> = The student will participate in an Alternate Assessment of student achievement.</p> <p><b>No</b> = The student will participate in a State Assessment of student achievement.</p>	
IEP (Individualized Education Program)	31 Alternate Assessment Statement of Participation	<b>§300.320(a)(6)(ii)(A)</b>	<p><b>The student's IEP contains a statement of why the student cannot participate in the regular assessment.</b></p> <p><b>Yes</b> = The student's IEP contains a statement of why the student cannot participate in the regular assessment. (Statement in IEP or uploaded alt assessment worksheet or statement)</p> <p><b>No</b> = The student's IEP does not contain a statement of why the student cannot participate in the regular assessment.</p> <p><b>NA</b>= Student is not in a tested grade.</p>	<p>Convene an IEP Team meeting or amend the student's IEP to include a statement of why the student cannot participate in the regular assessment.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

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IEP (Individualized Education Program)	32 IEP Contains Benchmarks or Short-term Objectives	<b>§300.320(a)(2)(ii)</b>	<p><b>The student's IEP contains a description of benchmarks or short-term objectives</b></p> <p><b>Yes</b> = The student's IEP contains a description of benchmarks or short-term objectives.</p> <p><b>No</b> = The student's IEP does not contain a description of benchmarks or short-term objectives.</p>	<p>Convene an IEP Team meeting or amend the student's IEP to include a description of benchmarks or short-term objectives. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
IEP (Individualized Education Program)	33 IEP Developed Within 30 Days of Initial Eligibility Determination	<b>§300.323(c)(1)</b>	<p><b>An IEP was developed within 30 days of a determination that the student needs special education and related services.</b></p> <p><b>Yes</b> = The student's initial IEP was developed within 30 days of the initial eligibility determination.</p> <p><b>No</b> = The student's initial IEP was not developed within 30 days of the initial eligibility determination.</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
IEP (Individualized Education Program)	34A Implementation of Related Services	<b>§300.323(c)(2)</b>	<p><b>As soon as possible following development of the IEP, related services were made available to the student in accordance with his/her IEP.</b></p> <p><b>Yes</b> = If the IEP requires related services, related service trackers indicate that related services began on the date indicated in the IEP, or the IEP</p>	<p>Develop a plan that addresses missed related services or specialized instruction hours.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

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			<p>did not require related services.</p> <p><b>No</b> = If the IEP requires related services, related service trackers indicate that related services did not begin on the date indicated in the IEP.</p>	
IEP (Individualized Education Program)	34B Implementation of Related Services	<b>§300.323(c)(2)</b>	<p><b>Related services were delivered to the student in accordance with his/her IEP in the period specified in the review."</b></p> <p><b>Yes</b> = The related services were delivered to the student in accordance with his/her IEP in the period specified in the review.</p> <p><b>No</b>= The related services were not delivered to the student in accordance with his/her IEP in the period specified in the review.</p> <p><b>NA</b> = The student does not require related services (in the area(s) of ST. PT, OT, counseling, or APE).</p>	<p>Develop a plan that addresses missed related services or specialized instruction hours.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

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IEP (Individualized Education Program)	35 Annual IEP Review	§300.324(b)(1)(i)	<p>The student's IEP is reviewed <b>periodically, but not less than annually to determine whether the annual goals for the student are being achieved.</b></p> <p><b>Yes</b> = The student's current IEP is less than one year old.</p> <p><b>No</b> = The student's current IEP is more than one year old.</p>	<p>Convene the IEP Team to review and renew the student's IEP.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
IEP (Individualized Education Program)	36 Student Progress Reports	5 DCMR §2808.9	<p>The <b>nonpublic school produces written reports on the student's progress toward annual IEP goals.</b></p> <p><b>Yes</b> = There are at least quarterly progress reports in the student's file.</p> <p><b>No</b> = There is no evidence of progress reports completed on at least a quarterly basis in the student's file.</p>	<p>Produce a progress report for the student in the upcoming quarter AND upload that progress report into SEDS.</p>

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LRE (Least Restrictive Environment)	37 Consideration of Harmful Effects	§300.116(d)	<p><b>In selecting the LRE, there was consideration of any harmful effects on the student or on the quality of services needed.</b></p> <p><b>Yes</b> = The IEP contains documentation in the justification section, that the IEP team considered harmful effects on the student or on the quality of services.</p> <p><b>No</b> = The IEP file does NOT contain documentation in the justification section that harmful effects were considered by the IEP team.</p> <p><b>NA</b> = In the past year, the student's placement was determined through an HOD or the student has not been removed from the regular education environment.</p>	<p>Reconvene IEP team or amend IEP to include documentation in the justification section of the IEP that harmful effects were considered by the IEP team.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
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LRE			<p>Does the student attend an nonpublic school or spend any part of the school day outside of the general education setting?</p> <p><b>Yes=</b> The student attends an NP school or spends some portion of the school day outside of the general education setting</p> <p><b>No=</b> The student is full time in general education.</p>	
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LRE (Least Restrictive Environment)	38 Supplemental Aids/Services Used Before Removal From Regular Education	§300.114(a)(2)(ii)	<p><b>Supplemental aids and services were used before removing the student from the regular education environment.</b></p> <p><b>Yes</b> = The IEP documents that education in the regular education environment cannot be achieved satisfactorily with the use of supplementary aids and services.</p> <p><b>No</b> = The IEP does NOT clearly document that education in the regular education environment cannot be achieved satisfactorily with the use of supplementary aids and services.</p> <p><b>NA</b> = This is not the first IEP under which the student was removed from general education and placed in the current level of educational placement.</p>	<p>Reconvene IEP team or amend IEP to include documentation that education in the regular education environment cannot be achieved satisfactorily with the use of supplementary aids and services.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
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LRE (Least Restrictive Environment)	39 Student Placement Based on IEP	<b>§300.116(b)(2)</b>	<p><b>The student's placement is based on his/her IEP.</b></p> <p><b>Yes</b> = There is a clear alignment between the student's IEP (goals, PLAAFP and instruction hours) and the student's placement.</p> <p><b>No</b> = The student's IEP does not justify the student's placement.</p> <p><b>NA</b> = In the past year, the student's placement was determined through an HOD or student was placed by DYRS, DMH or CFSA.</p>	<p>Reconvene the IEP Team to determine the student's placement.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
Discipline	Student Removed More Than 10 Days		<p><b>This student was removed from his/her educational setting for more than 10 days.</b></p> <p><b>Yes</b> = The student was removed from the educational setting for more than 10 days.</p> <p><b>No</b> = The student was removed from the education setting for 10 days or less.</p> <p><b>NA</b> = The student had no discipline/behavior incidents in the last 12 months.</p>	

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Discipline	40 Manifestation Determination	<b>§300.530(e)</b>	<p>The parent, LEA, and relevant members of the IEP team met within 10 school days of the decision to remove the student to determine if the behavior was a manifestation of the student's disability.</p> <p><b>Yes</b> = Manifestation determination information was completed timely and in file.</p> <p><b>No</b> = Manifestation determination information was NOT completed timely OR not found in file.</p>	<p>The parent, LEA, and relevant members of the IEP team must convene to determine if manifestation determination is necessary and if compensatory education is appropriate.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
Discipline	41 Parent Notified of Change of Placement	<b>§300.530(h), 300.536</b>	<p><b>On the date that a decision was made to make a removal that constitutes a change of placement, the parent was notified.</b></p> <p><b>Yes</b> = There is evidence in the student's records that on the date a decision was made to make a removal that constitutes a change of placement, the parent was notified.</p> <p><b>No</b> = There is no evidence in the student's records that on the date a decision was made to make a removal that constitutes a change of placement, the parent was notified.</p>	<p>Not correctible at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
Discipline	42 Parent Provided Procedural Safeguards with Student Change	<b>§300.536</b>	<p><b>On the date that a decision was made to make a removal that constitutes a change of placement, the parent was provided with a copy of the procedural safeguards.</b></p>	<p>Not correctible at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of</p>

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	of Placement		<p><b>Yes</b> = There is evidence in the student's records that on the date a decision was made to make a removal that constitutes a change of placement, the parent was provided with a copy of the procedural safeguards.</p> <p><b>No</b> = There is no evidence in the student's records that on the date a decision was made to make a removal that constitutes a change of placement, the parent was provided with a copy of the procedural safeguards.</p>	updated data.
Discipline	43 Chemical Restraints Conform to Medical Plan	5 DCMR §2816.8	<p><b>Chemical restraints are employed only to student if ordered by a physician, determined to be medically necessary, and administered in conformance with the student's medical treatment plan.</b></p> <p><b>Yes</b> = There is evidence in the student's file that when needed, chemical restraints have been employed AND these restraints were ordered by a physician, determined to be medically necessary, and were administered in conformance with the student's medical treatment plan.</p> <p><b>No</b> = There is evidence in the student's file that chemical restraints have been</p>	Prohibit chemical restraint for this student unless and until it is administered consistent with District law.

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			<p>employed AND these restraints were not ordered by a physician, not determined to be medically necessary, or not administered in conformance with the student's medical treatment plan.</p> <p><b>NA</b> = There is no evidence that chemical restraints have been employed with the student.</p>	
Discipline	School Utilized Physical Restraint with Student		<p><b>Does an incident report or other documentation show that the school utilized physical restraint intervention with this student?</b></p> <p><b>Yes</b> = An incident report or other documentation shows that physical restraint intervention was used with this student.</p> <p><b>No</b> = There are no incident reports or other documentation showing that physical restraint intervention d/or seclusion was used with this student.</p>	

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Discipline	44 Use of Physical Restraint Included in Student's IEP or in an Emergency Situation	5 DCMR §2816.1	<p><b>Physical restraint is employed only where the use of restraint is included in the student's IEP or the intervention is necessary to protect the student or other persons from imminent, serious physical harm.</b></p> <p><b>Yes</b> = The use of restraint is included on the student's IEP OR there is evidence on the incident report that the intervention was necessary to protect the student or other persons from imminent, serious physical harm.</p> <p><b>No</b> = The use of restraint is not included on the student's IEP AND there is no evidence on the incident report that the intervention was necessary to protect the student or other persons from imminent, serious physical harm.</p> <p><b>NA</b>= Physical restraint was not used</p>	Not correctable at the student level.
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Discipline	45 Written Incident Report Contains Required Information	<b>5 DCMR §2820</b>	<p><b>Any physical restraint written incident report involving the student contains all information required by District regulation</b></p> <p><b>Yes</b> = Any physical restraint written incident report involving the student contains all information required by District regulation.</p> <p><b>No</b> = Any physical restraint written incident report involving the student does not contain all information required by District regulation.</p>	Not correctable at the student level.
Discipline	46 Written physical restraint incident report uploaded to student's permanent record	<b>5 DCMR 2820.3</b>	<p><b>An incident report shall be prepared for each individual incident involving physical restraint and shall be placed in the student's permanent file within twenty four (24) hours of the incident.</b></p> <p><b>Yes=</b> The file contains evidence that written incident reports involving physical restraint are placed in the student's permanent file within 24 hours of the incident.</p> <p><b>No=</b> There is no evidence that written incident reports involving physical restraint are placed in the student's file within 24 hours of the incident.</p> <p><b>NA=</b> There were no incidents in which physical restraint was employed during the period under review.</p>	The nonpublic must revise its policies and practices to ensure that incident reports involving physical restraint are placed in the student's permanent file as required by District regulation. The nonpublic school must upload incident reports into students' records.



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Discipline	47 Written incident report sent to parent/LEA	5 DCMR 2820.4	<p><b>Written incident reports are sent within one (1) business day of physical restraint incidents to the student's parent(s), the sending LEA and any other District of Columbia agency involved in the student's placement</b></p> <p><b>Yes=</b> The file contains evidence that written incident reports involving physical restraint are sent to the student's parent(s) and the sending LEA within one business day of the incident.</p> <p><b>No=</b> There is no evidence that written incident reports involving physical restraint are sent to the student's parent(s) and/or the sending LEA.</p>	The nonpublic must revise its policies and practices to ensure that incident reports are sent to parent(s), LEAs, and other agencies as required by District regulation.
Discipline	IEP Authorization of Intervention and BIP		<p><b>Does the child's IEP authorize the use of physical restraint intervention AND does the child have a BIP?</b></p> <p><b>Yes =</b> The child's IEP authorizes the use of physical restraint intervention AND the child has a BIP</p> <p><b>No =</b> The child's IEP does NOT authorize the use of physical restraint intervention OR the child does not have a BIP.</p> <p><b>NA =</b> There are no incident reports showing that restraint was used with this student.</p>	

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Discipline	48 Need for FBA, BIP and De-escalation Strategies Discussed Within 10 Days	5 DCMR §2820.5	<p>The IEP team meets within 10 school days of an incident involving physical restraint to consider the need for an FBA and BIP and to discuss non-physical and non-restrictive de-escalation strategies.</p> <p><b>Yes</b> = There is evidence that the IEP Team met within 10 school days of any incident involving physical restraint of the student.</p> <p><b>No</b> = There is NO evidence that the IEP Team met within 10 school days of any incident involving physical restraint of the student.</p>	<p>Convene an IEP Team meeting and determine whether the student requires an FBA and BIP and discuss de-escalation strategies. Meet individually with the student if the student will not attend the IEP Team meeting.</p>
Discipline	School Utilized Seclusion with Student		<p><b>Does an incident report or other documentation show that the school utilized seclusion with this student?</b></p> <p><b>Yes</b> = An incident report or other documentation shows that seclusion intervention was used with this student.</p> <p><b>No</b> = There are no incident reports or other documentation showing that seclusion intervention was used with this student.</p>	

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Discipline	49 Use of Seclusion in an Emergency Situation	5 DCMR §2819.1	<p><b>Seclusion is employed only where the seclusion is necessary to protect the student or other persons from imminent, serious physical harm.</b></p> <p><b>Yes</b> = The incident report indicated that the seclusion intervention was necessary to protect the student or other persons from imminent, serious physical harm.</p> <p><b>No</b> = The incident report did not indicate that the seclusion intervention was necessary to protect the student or other persons from imminent, serious physical harm.</p> <p>NA= Seclusion was not used</p>	Not correctable at the student level.
Discipline	50 Written Incident Report Contains Required Information	5 DCMR §2820	<p><b>Any seclusion written incident report involving the student contains all information required by District regulation</b></p> <p><b>Yes</b> = Any written seclusion incident report involving the student contains all information required by District regulation.</p> <p><b>No</b> = Any written seclusion incident report involving the student does not contain all information required by District regulation.</p>	Not correctable at the student level.

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Discipline	51 Written Seclusion Incident Report Uploaded to Student's Permanent Record	5 DCMR 2820.3	<p><b>An incident report shall be prepared for each individual incident involving seclusion and shall be placed in the student's permanent file within twenty four (24) hours of the incident.</b></p> <p><b>Yes=</b> The file contains evidence that written seclusion incident reports are placed in the student's permanent file within 24 hours of the incident.</p> <p><b>No=</b> There is no evidence that written seclusion incident reports are placed in the student's file within 24 hours of the incident.</p> <p><b>NA=</b> There were no incidents in which seclusion was employed during the period under review.</p>	The nonpublic must revise its policies and practices to ensure that seclusion incident reports are placed in the student's permanent file as required by District regulation. The nonpublic school must upload seclusion incident reports into students' records.
Discipline	52 Written Seclusion Incident Report Sent to Parent/LEA	5 DCMR 2820.4	<p><b>Written incident reports are sent within one (1) business day of seclusion incidents to the student's parent(s), the sending LEA and any other District of Columbia agency involved in the student's placement</b></p> <p><b>Yes=</b> The file contains evidence that written incident reports involving seclusion are sent to the student's parent(s) and the sending LEA within one business day of the incident.</p> <p><b>No=</b> There is no evidence that written incident reports involving seclusion are</p>	The nonpublic must revise its policies and practices to ensure that seclusion incident reports are sent to parent(s), LEAs, and other agencies as required by District regulation.

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			sent to the student's parent(s) and/or the sending LEA.	
Discipline	53 Need for FBA, BIP and De-escalation Strategies Discussed Within 10 Days	5 DCMR §2820.5	<p><b>The IEP team meets within 10 school days of a seclusion incident to consider the need for an FBA and BIP and to discuss non-physical and non-restrictive de-escalation strategies.</b></p> <p><b>Yes</b> = There is evidence that the IEP Team met within 10 school days of any seclusion incident pertaining to the student's behavior.</p> <p><b>No</b> = There is NO evidence that the IEP Team met within 10 school days of any seclusion incident pertaining to the student's behavior.</p>	<p>Convene an IEP Team meeting and determine whether the student requires an FBA and BIP and discuss de-escalation strategies. Meet individually with the student if the student will not attend the IEP Team meeting.</p>

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Truancy	LEA Notification of Truancy		<p><b>This student has evidence in his/her file of unexcused absences requiring LEA notification.</b></p> <ul style="list-style-type: none"> <li>○ The student has accrued 5 or more unexcused absences within a marking period or similar timeframe.</li> <li>○ The student has accrued 10 or more unexcused absences within the school year.</li> </ul> <p>New Button: The student fits into both categories</p> <ul style="list-style-type: none"> <li>○ The student does not fit into either category above</li> </ul>	
Truancy	54 Nonpublic School Notifies LEA Within 2 School Days of 5 Unexcused Absences	<b>5 DCMR §2821.8</b>	<p><b>The nonpublic school notifies the sending LEA in writing within 2 school days after the accrual of 5 unexcused absences in a marking period by the student.</b></p> <p><b>Yes</b> = The student has accrued at least 5 unexcused absences within a marking period during the previous twelve months AND there is evidence that the nonpublic school notified the sending LEA in writing within 2 schools days.</p> <p><b>No</b> = The student has accrued at least 5 unexcused absences within a marking period during the previous twelve months AND there is no evidence that the nonpublic school notified the sending LEA in writing within 2 school days.</p>	LEA will provide technical assistance to the NP regarding submission of attendance reports in accordance with <b>5 DCMR §2821.8</b>

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Truancy	55 Nonpublic School Notifies LEA Within 2 School Days of 10 Unexcused Absences	5 DCMR §2821.9	<p><b>The nonpublic school notifies the sending LEA in writing within 2 school days after the accrual of 10 unexcused absences within the school year.</b></p> <p><b>Yes</b> = During the previous twelve months, the student has accrued at least 10 unexcused absences within a school year AND there is evidence that the nonpublic school notified the sending LEA in writing within 2 school days.</p> <p><b>No</b> = During the previous twelve months, the student has accrued at least 10 unexcused absences within a school year AND there is no evidence that the nonpublic school notified the sending LEA in writing within 2 school days.</p>	<p>LEA will provide technical assistance to the NP regarding submission of attendance reports in accordance with <b>5 DCMR §2821.9 (a) &amp; (b)</b></p>
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